



Missouri Teacher Preparation Institution PROFILE

TRUMAN STATE UNIVERSITY

GENERAL INFORMATION

About the Institution

- Truman State University was founded Sept. 2, 1867, when Joseph Baldwin opened the North Missouri Normal School and Commercial College. Today, the university is Missouri's only highly selective, public liberal arts and sciences university for men and women. The campus is located on 140 acres in Kirksville.

Source: Truman State University 1997-98 General/Graduate Bulletin

- Enrollment* **6,111** (5,812 undergraduates)

Non-resident Alien	3.0%
African American	3.3%
American Indian	0.2%
Asian	1.8%
Hispanic	1.5%
White	83.8%
Other	6.5%

Missouri residents 72%(undergraduates)

Male	41%
Female	59%

*Fall 2000 Headcount

Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 19a, 19b, 32a & 32b)

Transfer Students from Missouri Public Community Colleges* 26

*Fall 2001 degree-seeking undergraduate students

Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 73a & 73b)

Bright Flight Scholarship Students¹ 1185

Source: 2000-2001 Statistical Summary of Missouri Higher Education, Jan. 2001 (Tables 18a & 18b)

Byrd Scholarship Students (Missouri residents)² 38

Source: Missouri Department of Elementary and Secondary Education

- Entrance Requirements

Admission to the university is based upon high school curriculum; high school grade point average and rank; standardized test scores (ACT or SAT); special abilities, talents, or achievements; and an essay. Truman requires the following high school core: four units of English, three units of mathematics, three units of social studies/history, three units of natural science, one unit of fine arts, and two units of foreign language (same language).

Source: Truman State University (<http://www.truman.edu>)

- Average ACT Score of 1995 Freshmen Class*³ 26

*Fall 1995 degree-seeking, ACT-tested, first-time freshmen

Source: 1994-1995 Statistical Summary of Missouri Higher Education, Missouri Coordinating Board for Higher Education (Tables 1.1 & 1.2)

- Tuition & Fees, Typical Full-time Undergraduate Student*

<u>Missouri Resident</u>	<u>Non-resident</u>
\$3,712	\$6,696

*2000-2001 academic year

Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 13a& 13b)

About the Education Program

- The Master of Arts in Education (MAE) program is the only initial teacher certification program offered at Truman State University. Students admitted into the MAE program must first complete a Bachelor of Science or Bachelor of Arts degree in a liberal arts and sciences field. A student also must possess exemplary GRE scores and a minimum 2.75 grade point average, although most admitted students have a 3.00 or better. Letters of recommendation for each candidate are also considered. The admissions committee considers academic ability as well as interpersonal skills. The program is designed to be completed in a) one or two summer sessions and one academic year, or b) two academic years.

The five basic components are 1) the undergraduate degree, 2) graduate pedagogical course work, 3) advanced content in the teaching specialty course work, 4) a semester or yearlong internship in a public school, and 5) a research component. The undergraduate degree may be completed at Truman State University or any other accredited institution of higher education. Typically, a prospective student applies for admission into the program during the fall or spring of the senior year. Deadlines for the fall and spring applications are September 15 and February 15 respectively. During the summer or fall semester following completion of the baccalaureate degree, students enroll in the pedagogical course work and the specialty area course work.

The internship experience can be either an unpaid, one-semester internship or a paid, yearlong internship. In the latter internship, the MAE student is hired as a teacher of record by a public school. The intern signs a contract and is paid by the public school to fill a full-time teaching position while completing the internship requirement. The MAE program encourages internship placements in diverse settings, which include schools in the St Louis and Kansas City regions. Internships may also be arranged in rural school settings. The research component can be one of three options: a case study analyzing the internship, a graduate thesis, or a publishable journal article.

Source: Truman State University Web Site

- Enrollment in Graduate Professional Education Programs* **128**

American Indian	0.0%
Asian	0.0%
African American	0.0%
Hispanic	0.0%
White	77%
Other	0.0%
Nonresident Aliens	5%
Unknown	46%
Missouri residents	78%
Male	10.9%
Female	53.1%
No Data	35.9%

*Fall 1999 Headcount (full-time students)

Source: Institution AACTE/NCATE Report or MoSTEP Annual Report, Oct 2000

Transfer Students from Missouri Public Community Colleges*

Not Reported

*Fall 2001 degree-seeking undergraduate students

Missouri Teacher Education Scholarship Students ⁴	121
Missouri Minority Teaching Scholarship Students ⁵	3

Source: Missouri Department of Elementary and Secondary Education

- **Education Program Entrance Requirements**

Students are admitted into the graduate degree program in the Division of Education on the basis of scholastically competitive criteria. The Education Admissions Committee reviews each candidate's application folio and evaluates the following criteria for admission:

1. the applicant's grade point average and academic record (3.00 undergraduate GPA is preferred, but a minimum of 2.75 is required to apply)
2. the GRE General Examination results
3. the liberal arts and science foundation of each student's baccalaureate degree program (program deficiencies must be removed through satisfactory completion of appropriate course work)
4. three letters of recommendation
5. the applicant's resume

The Admissions Committee may require a personal interview. Students applying to the MAE English specialty content area must submit a portfolio as part of the application procedure.

Source: Truman State University 1997-98 General/Graduate Bulletin

- **Information about Education Program Completers⁶**

Completers of 1999-2000 teacher preparation program

83

Age

Under 25	67%
25-34	31%
35-44	1%
45-54	0%
55 and over	0%

Semesters: Fall 1999, Winter 2000, and Summer 2000

Source: Missouri Department of Elementary and Secondary Education

Average ACT score⁷ (applicants for certification)

26

Source: Missouri Department of Elementary and Secondary Education: Certification Files

C-BASE scores⁸

Passed all five subjects *first time*

Took Test	Passed all Subjects	English			Writing			Math			Science			Social St.		
		Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn
6	5	283	451	323	277	394	331	294	418	328	276	397	313	263	403	289

Passed all five subjects, *one or more attempts* through December 1998

Took Test	Passed all Subjects	English (313)*			Writing (314)*			Math (314)*			Science (306)*			Social St. (303)*		
		Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn
6	5	283	451	323	277	394	331	294	418	328	276	397	313	263	403	289

**state median score*

Source: Assessment Resource Center

Employed in Missouri public schools⁹ in 2000-2001*

58(70%)

Missouri Public School districts employing Truman State University

1999-2000 program completers

37

Major Employer of Truman State University 1999-2000 program completers

Special School District St Louis County⁶

Source: Missouri Department of Elementary and Secondary Education

Program completers in private school or out-of state

12 (14%)

Source: Title II of the Higher Education Act Institutional Report, Academic year: 1999-2000

**Does not include individuals who received their teaching credentials but were employed in another field or unemployed*

RESOURCES

Institution

- Full-time Faculty at Truman 357

Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 44a & 44b)

Education Program

- Full-time Education Program Faculty 20

American Indian	0
Asian	0
African American	0
Hispanic	1
White	17
Nonresident Aliens	2
Other	0
Male	5
Female	15
Doctorate Degree	16
Missouri Teaching Certificate	10
National Board Certification	0

- Adjunct Education Program Faculty 10

Full-time with the institution, part-time in education 3

Part-time in education 7

Source: Institution AACTE/NCATE Report, Oct. 1, 2000 &/or MoSTEP Report Form A & B, Missouri Addendum 2, Oct. 2000

EDUCATION PROCESSES

Institution

- Student-to-Faculty Ratio* 15:1

Source: 2000-2001 Statistical Summary of Missouri Higher Education (Table 49)

- Average Class Size* 22

Source: Truman State University 1997-98 General/Graduate Bulletin

Education Program

- Student-to-Faculty Ratio 9.3:1

- Average Class Size 16.5

Source: Truman State University, May 1999

- Educational Philosophy

We believe that the single greatest predictor of student achievement in America's private and public K-12 schools is the quality of the teacher in each classroom. Superlative teachers are capable of instructing their students so that all students learn and achieve at levels commensurate with their abilities. Superlative teachers share many traits: they are bright and inquisitive people, they know a great deal about the world and something about how they fit into it, they have deep disciplinary preparation, they possess professional knowledge and skills which have an empirical basis, and they have a strong desire to apply their knowledge and skills toward the goal of teaching others. Our program is designed to address each of these variables. Our program is highly selective and our students are bright, each of our students has a degree in the liberal arts and sciences, each has a

major in one or more disciplines, each acquires empirically based information pertaining to teaching and learning and has multiple opportunities to apply that knowledge and skill in school settings, and each has expressed a desire to teach. Although there are many ways to prepare superlative teachers, we believe that the approach used at Truman State accomplishes that goal admirably.

Source: Title II of the Higher Education Act Institutional Report, Academic year: 1999-2000

- **Practical Experience Requirements for Education Majors**

Across all certification areas, the MAE program provides students with three levels of field experiences. Initially, during the freshman and sophomore years, students engage in a minimum of 55 hours of exploratory experiences, divided among placements in elementary, middle and secondary levels, as well as time spent in diverse settings and with special populations. All students who wish to pursue the MAE must enroll in a junior-level clinical experiences course, which requires 45-60 hours of intermediate level field experiences. Additional field experiences are provided for all students during the teaching internship; the internship is a minimum of 18 weeks up to a maximum of a full year. Students who seek a full-year, teacher-of-record position must submit an application to the division steering committee for approval.

Source: Truman State University Draft MoSTEP Report, March 1999

- **Information about supervised student teaching**

- The number of students who were in programs of supervised student teaching during academic year 1999-2000? **70**
- Total number of supervising faculty for the teacher preparation program during 1999-2000: **16**
- The student/faculty ratio was: **4.37/1**
- The average number of hours per week required of student participation in supervised student teaching in these programs was: **37.5** hours. The total number of weeks of supervised student teaching required is **18**. The total number of hours required is **675** hours.

Source: Title II of the Higher Education Act Institutional Report, Academic year: 1999-2000

- **Professional Developmental School(s)**

The MAE program works with the Kirksville R-III School District to provide a summer school, at-risk and enriched, for district students. The role of the program in the Kirksville summer school consists of interacting with district personnel to organize the session each year, which includes helping to hire teachers and the principal, who are paid through the university. The MAE pre-internship candidates teach in the summer school under the supervision of the summer school teachers and MAE program personnel.

The speech language pathology (SLP) program operates a speech and hearing clinic that provides services in diagnosis and therapy for both the university and local communities. Students in the undergraduate communication disorders program and the graduate SLP program help staff the clinic under the supervision of communication disorders faculty.

Source: Truman State University, May 1999

- **Co-curricular Programs**

Students in the MAE program have the opportunity to become affiliated with student-level professional organizations with chapters on campus. These include the National Education Association-Student Program (NEA-SP), the Student Missouri State Teachers Association (SMSTA), Kappa Delta Pi, the Math and Science Students in Education organization (MASSE), and the Student Council for Exceptional Children (SCEC). Through these organizations, students have many opportunities to serve the local community through their involvement in tutoring and outreach programs. Students have assisted the local schools with Family Math Night and Family Science Night, after-school tutoring at the schools and juvenile programs, Science Olympiad, Special Olympics, and telephone fund-raising. Through these opportunities, candidates are able to experience roles of teachers outside the classroom.

Source: Truman State University, May 1999

- **Instructional Technology Requirements**

The professional education programs at Truman do not have required technology courses in general. Some specialty areas, such as secondary mathematics, require specific courses. The Master of Arts in Education (MAE) program addresses many of the principles of the International Society for

Technology in Education (ISTE) standards through competencies integrated into a variety of the required program courses. The emphases of these competencies focus on gathering data, communication, and demonstration. Because of the changing face of technology, experience has taught us to continually monitor applications and issues. Faculty create lessons which cause students to use technology to enhance and provide evidence of learning. Candidates are encouraged to develop lessons that put technology in the hands of students to promote their learning. While the incorporation of relevant technology has been distributed throughout the program in general, optional technology courses are available to students in a number of areas, such as the clinical application of computers course offered in the Speech Language Pathologist program and Issues in Elementary Education: Technology in the elementary specialty area.

Source: Truman State University, August 2000

- Accredited, NCATE (National Council for Accreditation of Teacher Education)

Source: National Council for Accreditation of Teacher Education Web Site

PERFORMANCE

- Missouri certificates* issued to Truman education 1999-2000 program, by subject area and grade level

Subject Area	Grade Level	Recommended for Certification
Elementary Education	1-6	32
English	9-12	7
French	K-9	1
French	K-12	2
Mathematics	9-12	7
Middle School: Language Arts	5-9	5
Middle School: Mathematics	5-9	2
Middle School: Social Studies	5-9	4
Mild/Moderate: Behavior Disordered	K-12	6
Mild/Moderate: Learning Disabled	K-12	6
Mild/Moderate: Mentally Handicapped	K-12	6
Music – Instrumental	K-12	3
Music – Vocal	K-12	2
Social Science	9-12	6
Spanish	K-9	2
Spanish	K-12	2
Speech/Language Specialist	K-12	15
Unified Science: Biology	9-12	1
Total		109

*Number of certificates issued, not number of graduates

Source: Missouri Department of Elementary and Secondary Education

- Performance of Program Completers* on Praxis II Exit Exam ¹⁰

Test Name	Total Examinees	Passing Percentage	Qualifying Score	Institutional Average	Missouri Average	National Median
Biology: Content Knowledge	2	100%	156	181	171	169
Elem. Ed.: Curriculum, Instruction, & Assessment	31	100%	164	192	180	179
English Lang., Lit. & Comp.: Content Knowledge	6	100%	158	191	176	176
French	2	100%	500	690	651	630
Mathematics: Content Knowledge	7	100%	137	163	154	143
Music Education: Content Knowledge	6	100%	151	178	164	164
Social Studies	2	100%	152	695	620	600
Social Studies: Content Knowledge	4	100%	152	182	171	168
Spanish: Content Knowledge	2	100%	158	189	170	177

Special Education	6	100%	490	6	629	610
Speech-Language Pathology	15	100%	560	685	660	670
Total	83					

*Program Completers as defined by "Title II of the Higher Education Act", Academic year: 1999-2000

+ Institutional Average not provided for less than 2 examinees

Source: Educational Testing Service

- Follow-up on Truman Program Completers

Education program completers who received initial
Missouri certification in 1994

59

Employed in Missouri public schools in

1995-96	33 (56%)
1996-97	33 (56%)
1997-98	29 (49%)
1998-99	29 (49%)
1999-00	27 (46%)

*Employed in Missouri public schools in 1999-00,
with master's degree*

58 (98%)

*Employed in the same Missouri public school
district in*

1995-96	33 (56%)
1995-97	28 (47%)
1995-98	23 (39%)
1995-99	17 (29%)
1995-00	14 (24%)

Certification Status as of Sept. 1, 2001

Holding Valid PC I	1 (2%)
Holding Valid PC II	35 (59%)
Lapsed ¹¹	23 (39%)

Source: Missouri Department of Elementary and Secondary Education

Major Employers ¹²

Missouri school districts employing Truman graduates* **359**

Truman State University had 4,777 graduates teaching in Missouri public schools during the 2000-2001 school year.

School districts where Truman State University graduates make up 25-49 percent of faculty

Boncl R-X	Lewis C-1	Montgomery R-II	Shelby C-1
Bowling Green R-I	Luray 33	Newtown Harris R-III	Shelby R-IV
Bucklin R-II	Madison C-3	North Mercer R-III	Trenton R-IX
Clarksburg C-2	Marceline R-V	Northeast R-IV	Van Far R-I
Elsberry R-II	Marion R-II	Northwestern R-I	Westran R-I
Gorin R-III	Meadville R-IV	Palmyra R-I	Winfield R-IV
Grundy R-V	Middle Grove C-1	Paris R-II	Wyaconda C-1
Hale R-I	Milan C-2	Pike R-III	
Hannibal 60	Moberly	Princeton R-V	
	Monroe City R-I	Renick R-V	

School districts where Truman State University graduates make up 50-74 percent of faculty

Bevier C-4	Clark R-I	Knox R-I	Macon R-I
Brookfield R-III	Holliday C-2	Linn R-I	Macon R-IV

School districts where Truman State University graduates make up 75 percent or more of faculty

Adair R-I	Callao C-8	La Plata R-II
Adair R-II	Green City R-I	Putnam R-I
Atlanta C-3	Kirksville	Schuyler R-I

**Includes all graduates of Truman teaching in the district, not just those who completed the education program*

Source: Missouri Department of Elementary and Secondary Education

<u>STARR Teachers</u> ¹³	20
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<u>National Board Certified Teachers</u> ¹⁴	5
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<u>Missouri Teachers of the Year</u> ¹⁵	0
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Source: Missouri Department of Elementary and Secondary Education

Other Honors and Awards Earned by Graduates

Not Reported